

Special School C - Lesson 1: Creating a personal care plan

Sample teaching and learning activities

PLUs	Elements	Learning outcomes
Personal care	Developing good daily personal care	<ul style="list-style-type: none"> ▪ Identify essential daily personal care practices ▪ Describe the most important ways of keeping the body clean. ▪ Identify some benefits of good personal care ▪ Explain the benefits of a range of personal care products ▪ Maintain an agreed personal care plan ▪ Give two or three reasons to care for personal belongings ▪ Identify appropriate clothing for a range of routine activities at home and in the community.
Keywords	Personal care, cleanliness, hygiene, health, good, bad, poor, toothbrush, toothpaste, dental floss, soap, gel, shampoo, conditioner, towel, face cloth, clean, dirty clothes.	
Pre-learning	Students will be aware of hand hygiene and some aspects of personal hygiene through home economics, science, and SPHE classes. (There is a huge emphasis in this school on hand hygiene)	
Resources	Shampoo, comb, hairbrush, soap, gels, toothbrush toothpaste, towel, wash bag, laundry bag/baskets, washing machine, dryer. Examples of clean and dirty clothes (1) Power point: ; 'Personal Hygiene' (2) Worksheet 1: Personal Care Plan and Worksheet 2: Personal Care Plan (with pictures) (3) Worksheet 3: 'Keeping your teeth healthy' (4) Worksheet 4: 'Dental health Quiz' (5) Power point: 'Smiling' (6) Power point: 'Personal hygiene products'	
Brief overview of the lesson	The focus of this lesson is mainly on taking care of the body, teeth, hair and feet. Students will look at and plan a daily personal care programme and examine the benefits of such a plan.	

	<p>Students will explore the benefits and uses of a range of personal care products. We will emphasise that keeping the body clean is an important part of being healthy and looking and feeling good.</p>
<p>Introduction</p> <p>All students work on the same topic, but James works at his own pace. All concepts being explored are reinforced by visual images so as to help him to focus better and understand the concepts being taught.</p>	<p>The teacher explains to students what the term ‘taking care of myself’ means by describing the key areas:</p> <ol style="list-style-type: none"> 1. <i>Myself</i>: personal hygiene, dental care, hair and feet care. 2. <i>My clothes</i>: why change clothes, clean / dirty clothes 3. <i>Area around me</i>: Disposal of tissues, coughing & sneezing.
<p>Main activity</p> <p>To cater for James’ level of functioning we use concrete, visual, & tangible items to reinforce the concepts in this learning activity.</p> <p>James makes greater progress when things appear real to him.</p> <p>The personal care plan for James will be mainly pictorial rather than text based.</p>	<p>Students are taken through the steps of how you take care of your own body. We explore the following questions using Power point ‘Personal Hygiene’ (1) :</p> <p><i>Why?</i> It is important to be clean so as not to offend others e.g. if unclean we may smell, others may decide not to sit beside you</p> <p><i>When?</i> : How often do we wash/shower/brush teeth/floss teeth/ change our clothes/socks (See worksheet 1 and 2: Personal Care Plan(2))</p> <p><i>Who helps us?</i></p> <div style="text-align: center;"> <pre> graph TD Me[Me] --- dad[dad] Me --- mum[mum] dad --- mum dad --- teacher[teacher] dad --- Nurse[Nurse] mum --- dentist[dentist] teacher --- hairstresser[hairstresser] Nurse --- chiroprapist[chiroprapist] </pre> </div> <p><i>Where?</i> : Home, school, swimming pool, restaurant restrooms etc.</p> <p><i>What to do?</i> : I shower, I bath, I wash hands/nails/ I brush teeth/ hair.</p> <p><i>How often?</i> Should I wash, brush my teeth, have a bath, visit the dentist.</p> <p>After these questions have been discussed in detail, a personal care plan is devised for each student (see worksheet 1 and 2: Personal Care Plans (2))</p> <p>After the Personal Care Plans have been completed the teacher describes and demonstrates the correct procedure for washing hands, brushing teeth and caring for your hair.</p> <p>The students then practice the procedures by following the teachers’ instructions and imitating the teacher as he/she demonstrates.</p>

To reinforce the importance of taking care of your teeth, the students work in small groups to complete Worksheet 3: 'Keeping your teeth healthy' (3) and share their ideas with the whole class. The teacher uses this opportunity to discuss some of the benefits of regular dental check-ups e.g. fewer fillings, fewer toothache, whiter teeth, nicer smile, we look better and feel more confident.

In the small groups, the students compete in a Dental Quiz (Worksheet 4: 'Dental health Quiz' (4)). To reinforce the benefits of caring for your teeth, the teacher shows Power point: 'Smiling'(5)

At this point students are shown the Power point: 'Personal hygiene products' (6) to begin a discussion on products that can help us take care of ourselves. Various products are passed around the class and students are asked to identify the benefits of using such products.

In groups students are given 3 personal items; a book, clothes and a mobile phone and are asked to identify 3 reasons why it important that we take care of these items.

Clothes	Books	Mobile phone
Last longer. Looks cleaner. Smell good. Feel better	Cost money to replace. Need them for school.	Expensive to replace. Loose personal numbers.

Students report their ideas back to the whole class and the teacher emphasises the importance of looking after our belongings.

At this point the teacher introduces the idea of appropriate clothes for various situations. Students in small groups are asked to brainstorm ideas of appropriate clothes for school, home, and work.

School	Home	Work
Uniform PE. Swimming, Track suit, runners	Pyjamas, nightdress. Tee-shirt, jeans. Casual gear.	Uniform Overalls Suit

Students report their ideas to the whole class.

Finally the students are asked to role play the following scenario: 'I have been out in the garden. It rained and I am now wet and muddy. What do I do?'

- (a) Walk into room with my muddy boots?
- (b) Take them off and leave them outside?
- (c) Do I change my clothes and shower?

Closure	<p>The teacher recaps on all aspects of the lesson by questioning the students and asking them to demonstrate certain activities i.e. washing your hands, brushing your teeth etc.</p> <p>Students are reminded to follow their Personal Care Plans and to put place them in a place they can frequently view it i.e. on their bedroom door.</p> <p>Finally the teacher emphasises the importance of personal care and states some benefits of personal hygiene i.e. we feel healthy and good about ourselves, we look good, other people will enjoy being around us etc.</p>
Follow up Lessons/Activities	<ul style="list-style-type: none"> ▪ Continuation/reinforcement of a personal care plan. ▪ Filling in visual Personal Care schedule for a period of a week/month. ▪ Discussion of the benefits of being clean and healthy and looking after yourself. ▪ Daily reinforcement of information given i.e. appropriate clothing ready for PE/ swimming.
Gathering evidence of learning	<ul style="list-style-type: none"> ▪ Personal care plan ▪ Questioning and discussion ▪ Observation: James will be observed in caring for his personal belongings e.g. coat, lunch box & his school bag. He will also be observed washing his hands at appropriate times throughout the school day.